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Parenting Strategy for Enhancing Children's Self-Regulated Learning

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ABSTRACT: Various self-regulated learning (SRL) problems often occur in early childhood during the transition from pre-school to elementary school. The ability to self-regulated learning is important for school readiness and success throughout life, requiring the ability of parents to encourage the development of these abilities. The purpose of this study is to develop childcare strategies on self-regulation, such as children's ability to regulate metacognition, motivation and behavior to reduce problems. Research produces certain products and tests their effectiveness. Respondents involved parents from 18 districts in 9 cities in the technique of data analysis using quantitative and qualitative approaches. The results showed differences in the average scores of children's independent learning both before and after parents learned and applied the contents of the manual book. The result of the effectiveness test is sig = 0,000 <α = 0.05. So, H0 is rejected, and the results of the chi-square test sig = 0,000 <0.05, then H0 is rejected. In conclusion, parenting strategies using manuals so that parents can improve competencies such as parents' knowledge, attitudes and skills, and prove effective in increasing children's independent learning.

Keywords: Early Childhood, Parenting strategy, Self-regulated learning

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1 INTRODUCTION

Independent learning has been identified as learning in which students set goals and then adjust their cognition and behavior to get those goals (Zimmerman, 2010). The child must recognize his lack of knowledge, recognize the need to learn, and decide to start learning or, in other words, begin to learn independently even if it is in an imperfect form. The current study will explore young people's knowledge-based understanding of learning and its relationship to their own learning (Jeong & Frye, 2020). Tobias dan Everson (2000) found that children who could recognize what they already knew and did not know became academically better and could learn more than children who had difficulty identifying their own level of knowledge.

The problem with children's self-regulated learning (SRL) is the inaccuracy of parents and their teachers in dealing with the transition, as parents want to go directly to results without seeing the children's processes. For example: parents are willing to summarize their children's problems at home without children's involvement and they don't teach their children how to summarize the subject matter; parents doing children's homework alone without the involvement of children to do their homework; and parents often tidy up their children's bags and desks without involving their children. Likewise, the teacher summarizes the subject matter and provides some exercises aimed at making their students get a high score. Inaccuracy in the behavior of parents and teachers in the learning transition of children is assumed due to the lack of knowledge and skills in educating their children.

Self-regulated learning (SRL) is defined as substantial competency for lifelong learning, which means that its promotion seems important in the early years. Venitz and Perels (2019) research aims to develop and evaluate interventions to improve SRL in preschool children. The influence of parents on the development of children's academic self-regulation. Preschool parents and teachers are involved in the intervention. The findings show a significant improvement in terms of support methods for adult levels. Previous research has shown that parents play an important role in the development of students' independent learning. However, research that focuses on parental involvement during middle school and the ways in which parents support independent learning at home is limited. Therefore, Thomas, Muls, De Backer, and Lombaerts's (2019) research explores the practices that parents use at home to support independent learning. The results showed that parents mainly guide student learning behavior and motivation.

Children's ability to play an active role in the learning process using thought processes (metacognition), motivating themselves, and controlling their learning behavior. The concept of talent has historically been shaped by IQ theory, creativity, and expertise (including the initial concept of metacognition). The social, emotional, and motivational qualities of talent are treated as additions, not part of the core construction. Newer, broader conceptions of the process of learning metacognitive, self-regulating, and self-regulating have attracted interest. Distinguishes between metacognition, self-regulation, and self-regulated learning, which links each with ideas about talent, highlights implications for practice, and especially highlights self-regulated learning as a valuable contributor to understanding talent and designing instruction in gifted education (Oppong, Shore, & Muis, 2019). Based on previous research, the purpose of this study is to focus on developing parenting strategies to improve children's self-regulated learning (SRL).

2 THEORITICAL STUDY

2.1 *Self-Regulated Learning in Early Childhood*

Self-Regulated learning describes the ability to begin the process of action independently, to adapt it continuously based on self-observation and reflect it (Zimmerman, 2010), in an academic context, SRL appears as self-generated thoughts, feelings and actions that are planned and adjusted to the achievement of self-goals (Zimmerman, 2010). Zimmerman's (2010) social-cognitive process model describes several processes that experience ongoing adaptation and optimization of learning behavior. The differences from the three main learning phases (the thinking phase, the performance phase, and the self-reflection phase) and related strategies are useful for better

structure for the unconscious learning process. This is a greater control than a single learning process that can be a useful aid for early childhood, so it is suitable to be a theoretical foundation for intervention for preschoolers and people they refer to.

To do certain tasks, the application of strategies for self-control is needed. These strategies contribute to maintaining a focus on handling tasks and handling disruptions (Zimmerman, 2010). In addition to theoretical assumptions, for the conceptualization of interventions to promote SRL in preschoolers, clarification must be given regarding the abilities needed for self-regulation present at this age. This strategy needs to be learned by parents and teachers. Self-regulated learning is closely related to the way in which people regulate their emotions, cognition, behaviors, and environmental aspects during a learning experience. Furthermore, we know that it's important to be able to control your mind in terms of learning processes. The sooner you learn to do it, the more successful and gratifying your educational experience will be.

SRL are autonomous, reflective and efficient with meta cognitive abilities (meta) and motivational beliefs and attitudes regarding understanding, monitoring and directing their own learning (Wolters, 2003). The concept of SRL consists of three main intertwined components: the metacognitive, behavioral, and motivational components (Zimmerman, 2010). The metacognitive component includes planning, setting goals, organizing, self-monitoring, and self-evaluation at various points during the learning process. The behavioral component refers to choosing, structuring, and creating an environment that optimizes learning. The motivational component emphasizes high self-efficacy, self-attribution, and intrinsic task interests.

Support must begin in the early stages of childhood to encourage appropriate learning behaviors and SRL as soon as possible (Perels, Merget-kullmann, Wende, Schmitz, & Buchbinder, 2009). Veenman, Van Hout-Wolters, and Afflerbach (2006) argue that the metacognitive abilities needed for SRL are not developed until school age (around the age of eight), but in other opinions the basic abilities for cognitive control and self-regulation processes already exist at preschool age (Whitebread et al., 2009).

Bronson (2000) shows that preschool-aged children increasingly gain the capacity for information processing that enables them to understand task demands adequately. Furthermore, at preschool age, intrinsic motivation is still highly developed, which facilitates the initiation and maintenance of learning actions (Carlton & Winsler, 1998). Significant progression to pre-school age in terms of attention control, monitoring behavior and adaptation strategies compared to infants and toddlers. Children aged 5-6 years already have the basic ability to monitor and exercise control over their intended learning actions, which are needed to complete tasks in accordance with predetermined goals (Zimmerman, 2010). Based on that opinion, the basic psychological-development abilities needed for independent learning already exist, to improve SRL at preschool age is possible and meaningful. Of course, children in this age period still often need help from interaction partners (Vygotsky, 1978), so the importance of the presence of parents with parenting strategies needs to be considered further in more detail.

Based on Schunk and Pintrich (2008, p. 154) the aspects of self-regulated learning consist of (1) metacognition is people's perception about their knowledge of the state, their own thinking processes and their ability to maintain and change it relating to the circumstances. The thinking process includes the ability to plan learning objectives, organize teaching materials, establish, and use learning strategies, self-instructing, monitoring and evaluation of learning activities; (2) motivation is a strength, energy, power, or a complex situation and readiness within the individual to work toward specific goals, whether realized or not realized. So, strongly motivated students have a lot of energy to direct and organize learning activities; and (3) behavior is an individual effort to organize themselves, to select and use the environment as well as creating an environment that supports learning activities. The actively regulate behavior in the learning include managing time and place of learning, regulating business, study groups and businesses looking for help in expediting the process of learning.

Bandura (1977) said that there are two factors that affect the self-regulated learning. It consists of; (1) external factors that are the environmental factors interact with personal influences, form-

ing one's self-evaluation standards. According to the experience of interacting with the wider environment, the child subsequently develops the standards that will be used for him; and (2) internal factors that come from self-inside such as intelligence factor, cognitive and metacognitive someone. Based on those theories above, it can be concluded that self-regulated learning is a combination of skills and will. Thus, self-regulated learning is the ability of individuals in directing metacognition, motivation and behavior in learning.

Based on Bandura (1977) opinion that the establishment of children's self-regulated learning is determined by internal factors, namely themselves, as well as external factors namely the family, school and community. The children's self-regulated learning is largely determined by external factors, especially the elderly as the nearest child's environment who have a large role in their development in term of parents' knowledge, attitudes, and skills influence tremendously in the formation of the children's self-regulated learning. Thus, the next theory that support this research and relate to family as the internal factor is about parenting and environment around them.

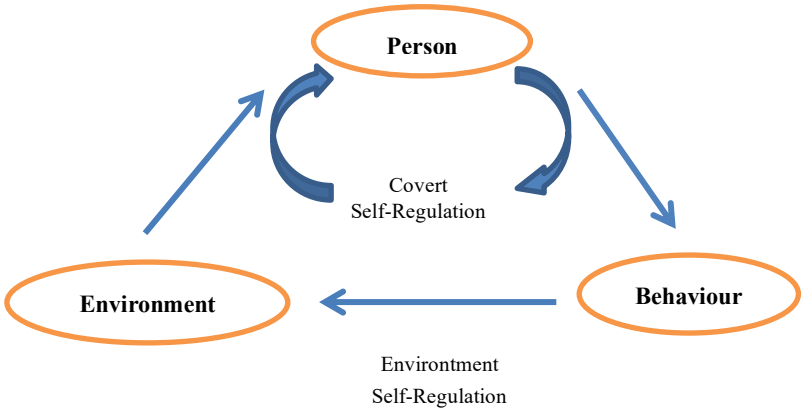

Figure 1. Triadic Analysis of Self-Regulated Functioning

Zimmerman's (2010) work started from cognitive modeling research in collaboration with Albert Bandura and Ted L. Rosenthal. Later Zimmerman began to explore how individual learners acquire those cognitive models and become experts in different tasks. Zimmerman's SRL model is organized in three phases: forethought, performance and self-reflection. In the *forethought* phase, the students analyze the task, set goals, plan how to reach them and a number of motivational beliefs energies the process and influence the activation of learning strategies. In the *performance* phase, the students actually execute the task, while they monitor how they are progressing, and use a number of self-control strategies to keep themselves cognitively engaged and motivated to finish the task. Finally, in the *self-reflection* phase, students assess how they have performed the task, making attributions about their success or failure. These attributions generate self-reactions that can positively or negatively influence how the students approach the task in later performances.

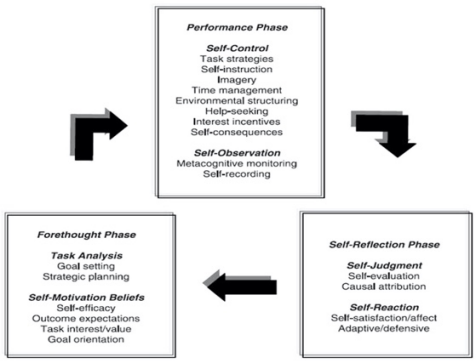

Figure 2. Self-Reflection Phase

Ben-Eliyahu (2019) research maps the academic emotional learning cycle from a theoretical and practical perspective through the lens of independent learning. The focus on children, with further repetition of the emotional dimension through a regulated self-directed learning model is articulated by considering the components of each individual system. Academic emotion is considered an important component of self-regulated learning, along with intellectual behavioral-cognitive goals, being explicit learning targets. An emotional learning cycle is presented, which corresponds to broader inclusions - hopes to experience certain influences or emotions - forming a relationship between emotions and self-governed emotions that occur during the learning episode. A parenting strategy for promoting self-regulated emotions is proposed for research and educational implications.

The ability to self-regulate has been proven to be closely related to academic success. There are various measurement tools for assessing self-arranged learning for students and students. Most important, preschool age marks a reasonable period for the maturation of self-regulated learning (SRL) and related abilities such as executive-control functions (EF). This is why the development of direct instruments that fit the specific characteristics of this age group is important. An adapted version of the Zimmerman (2010) process model can serve as a theoretical basis. This pilot study intends to develop and evaluate direct quantitative measurement tools to assess SRL online. Measuring instruments were tested in 183 German preschoolers in kindergarten. After detailed item analysis, reliability is estimated, and concurrent validity is checked. Statistical analysis shows satisfactory reliability for the overall measurement tool. In addition, validity is supported by a significant (small) overall correlation with external measures as well as EF measures. Nevertheless, the need for instrument optimization is clear and this study has important implications for further research. In general, the results show that it makes sense and possible to assess SRL in preschool children directly at the child level (Jacob, Dörrenbächer, & Perels, 2019).

Parenting styles affect self-regulation in school students, but their long-term influence on academic behavior is rarely studied. A pilot study was carried out on 83 college teacher students, who filled out a questionnaire that measured parental authority (PAQ) memory and self-regulation in learning (Motivation Strategy for Learning Questionnaire [MSLQ]). Authoritarian parenting is the only parenting style that correlates with motivation, self-efficacy, and cognitive strategies and is highly correlated with critical thinking. These results suggest new ways to evaluate the relationship of authoritarian parenting with academic skills (Seroussi & Yaffe, 2020).

Jittaseno and Varma S (2017) investigates the direct and indirect effects of parenting styles on self-regulated learning behavior, mediated by self-efficacy and intrinsic value. To meet this goal, quantitative research with a correlational research design through path analysis is used to build statistical associations between core variables. The study participants consisted of 206 male and female high school students from selected international schools in Bangkok, Thailand. The Parental Authority Questionnaire (PAQ) is used as a research instrument to test parenting style while the Motivated Strategies for Learning Questionnaire (MSLQ) is the research instrument chosen to measure intrinsic value, self-efficacy, and self-regulation. The results revealed the following main findings: (1) authoritative parenting style had a significant direct effect on independent learning behavior; (2) permissive and authoritarian parenting styles do not have a significant direct effect on self-regulated learning behavior; (3) authoritative parenting has a significant indirect effect on self-regulated learning, mediated by self-efficacy and intrinsic value; (4) permissive and authoritarian parenting style does not have a significant indirect effect on self-regulated learning, mediated by self-efficacy; (5) permissive parenting style does not have a significant indirect effect on independent learning behavior, which is mediated by intrinsic value; and (6) authoritarian parenting has a significant indirect effect on self-regulated learning behavior, mediated by intrinsic value.

2.2 *Parenting Strategy*

As a parent you give your children a good start in life you nurture, protect and guide them. Parenting is a process that prepares your child for independence. As your child grows and develops, there are many things you can do to help your child. These links will help you learn more

about your child's development, positive parenting, safety, and health at each stage of your child's life.

SRL has been proven to improve the performance of workers and students. Independent learners can plan, monitor and evaluate their learning. Further research is needed to identify factors outside school that can lead a person to become a self-regulated learner as an adult. Tiniakou's (2017) research investigates repetitive parenting patterns in highly independent professional lives, focusing on their childhood and adolescence, which may have an impact on developing their self-regulation skills. Based on the results, there are certain parenting styles in early childhood and adolescents that can influence one's ability to successfully organize their own learning. Parental involvement and especially mother involvement, positive parental attitudes toward learning and support for autonomy and freedom were found to be repeated as a common experience in most of the participants' life history. This research suggests investigating self-interest support, family activities and structured routines, encouraging education and developing early literacy as well as independence and freedom of choice in relation to independent learning skills.

Parental involvement and self-regulated learning are important predictors of student learning success. However, previous research on independent learning focused more on the school environment and did not focus on the home situation. In particular, investigations about the role of parents in self-regulated learning when children enter secondary school are limited. Thomas, De Backer, Peeters, and Lombaerts's (2019) research findings support the importance of parents in education in middle school age. Schools must recognize this and increase parental involvement in education and self-regulated learning stimulation in the home environment.

The capacity of individuals to regulate themselves about their cognition, emotions and actions are important life skills and development competencies that emerge both for children and parents. Individuals with better self-regulation can achieve more positive learning outcomes and tend to increase significant mental, social, and relationship health problems. The parenting support program that enhances positive parenting and parenting relationships provides a unique multigenerational context to promote the self-regulatory capacity of parents and children. Parenting programs provide meaning and many opportunities for parents to improve their self-regulatory capacity, including skills such as goal setting, self-monitoring, self-evaluation, self-efficacy, personal agency, and the regulation of thoughts and emotions that are, and enable independent problem solving and responsive care (Sanders, Turner, & Metzler, 2019).

Parenting programs based on social learning theory, cognitive behavioral principles, and development theory usually include structured session activities and homework assignments that can be optimized to promote parental self-regulation. This includes improving executive functions such as anticipating, planning ahead, following plans, and solving problems, so that parents gain greater cognitive flexibility, better impulse control, and are better able to generalize and apply the principles and childcare skills learned in out of their direct concern for the broader problem of children and challenging family and parenting situations. Sanders et al., (2019) illustrates how positive parenting principles and strategies can encourage improved self-regulation.

One key factor for increasing the SLR is parenting style, in particular, parental involvement in and children's learning drive. Parental involvement and especially parental involvement, positive parental attitudes towards learning and support for autonomy and freedom are found to be a common experience that recurs in most of the history of this very independent learner's life (Tiniakou, Hirschler, Endedijk, & Margaryan, 2018). Parents and the way they care for their children play a key role in developing the self-organizing capacity of young children. Morawska, Dittman, and Rusby (2019) provides an overview of the role of childcare in the development of child self-regulation and a summary of the evidence base for childcare interventions to promote self-regulation in children under the age of eight, focusing on childhood, the toddler / preschool period, and early school age.

Parental involvement is widely accepted because it is associated with better educational outcomes for children. However, the role of early school-based parent involvement is still established. Research investigates the mediating role of SRL behavior in the relationship between early school-based parent involvement and children's academic achievement. This relationship is

proven for children in all socioeconomic backgrounds. Although there is no direct relationship between parental involvement in grade 1 and arithmetic achievement in grade 3, parental involvement is indirectly associated with achieving higher child numbers through the regulation of children's learning behavior, although this relationship is stronger for children from middle and higher socioeconomic background (Daniel, Wang, & Berthelsen, 2016). Based on the theory of parenting, it can be concluded that the parenting is a process of interaction that takes place continuously and influence each other, where the process refers to a series of active efforts the parents in supporting the development of children. It means that children can develop optimally.

3 METHODS

Generally, the research conducted to create parenting strategies for enhancing children's self-regulated learning. In particular, this research aimed to: 1) identify the condition of enhancing children's self-regulated learning; 2) identify the relevant conditions parental knowledge of enhancing children's self-regulated learning; 3) design the parenting strategies for enhancing children's self-regulated learning; and 4) test the effectiveness of parenting strategies for enhancing children's self-regulated learning. The research was conducted in Karawang, on March 2016 until April 2017.

Based on Borg and Gall (1989, p. 721) the approach and method chosen a research and development. It is a type of research which is oriented to the creation or product development. Then, it was followed by the approach of ex post facto which is to see the impact of the research has been done before. The product establishment of parenting strategy was used to improve the children's self-regulated learning.

3.1 *Participant*

The sampling technique in this research used a multistage cluster random sampling by dividing the population into sampling units were large group called clusters, and samples were taken in multistage and random (Sugiyono, 2013, p. 212). From West Java Province's population, the researchers selected Karawang Regency by using purposive sampling that has a large area, which is 34 respondents. Furthermore, by means of cluster random sampling elected district, Klari District was chosen as a sample in this research. Instrument

The instrument used in the study originated from the arrangement of instruments that have been validated by early childhood psychology experts, which can be used to measure SLR of early childhood (see on table 1)

Table 1. Early childhood Self-Regulated Learning Instrument

1	Self-Evaluating
2	Goal Setting
3	Planning
4	Organizing
5	Monitoring
6	Self-Efficacy
7	Task Commitment
8	Effort Persistence
9	Self-Consequating
10	Seeking Information
11	Environmental Structuring
12	Seeking Social Assistance
13	Time Management

3.2 *Product Manual Book Parenting Strategy Design*

The second steps designed the product, namely manual book of parenting strategy for enhancing children's self-regulated learning. The product design is in below:

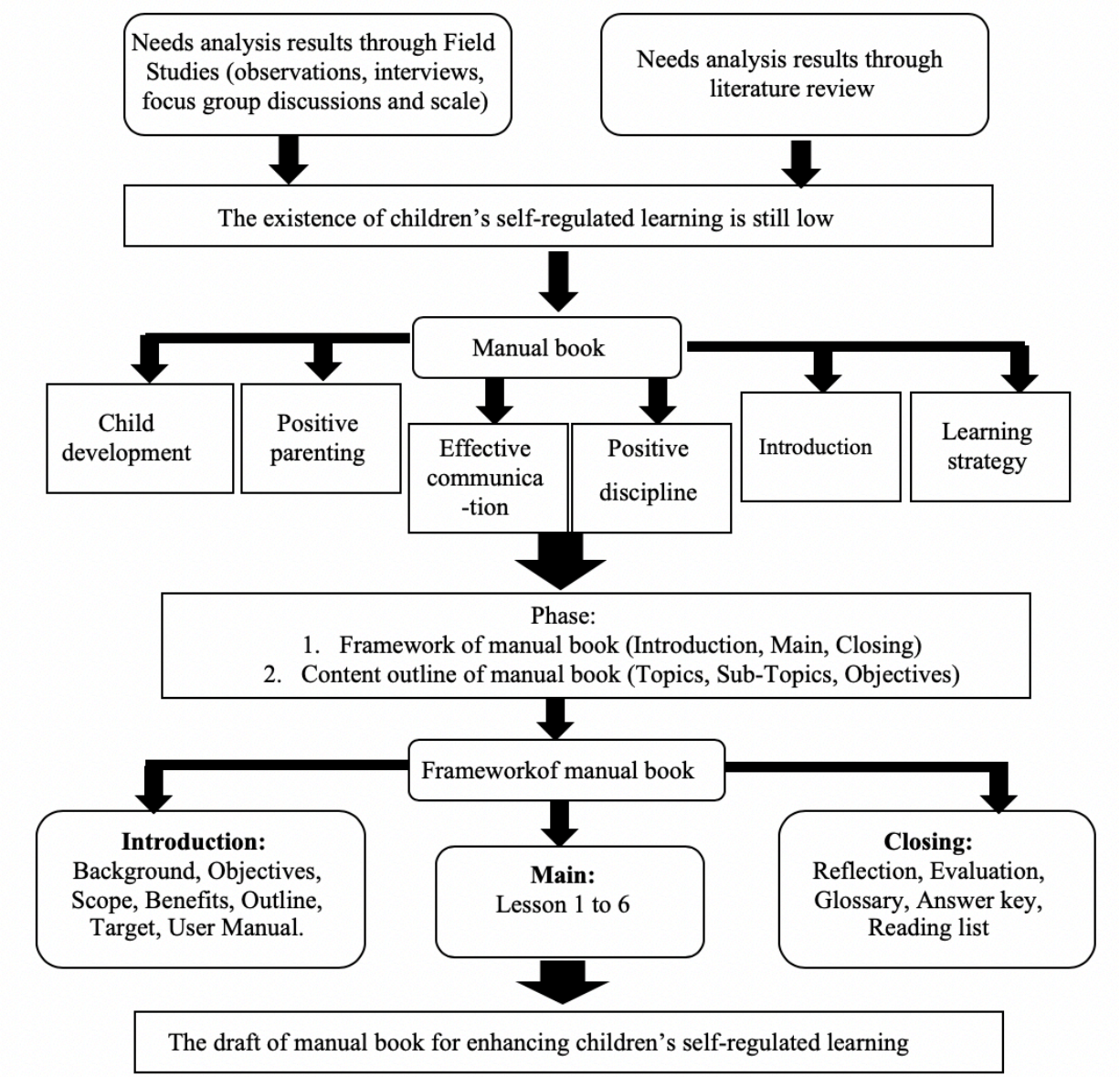

Figure 3. Product Manual Book Parenting Strategy Design

3.3 *Procedure*

This research began with collecting data in the field to see the problems that occurred in students of Islamic Primary Schools by using need analysis about children's self-regulated learning and level of parental knowledge related to the children's self-regulated learning. Then, the researchers conducted an initial development draft parenting strategy for enhancing children's self-regulated learning in term of parenting manual book development. The manual book drilled through the parent class or seminar. After the parents applied the knowledge that had been obtained from the manual book to their children, they did habituation or familiarity with their children. In brief, the children were expected to eventually enhance the children's self-regulated learning.

After the prototype or design strategy is created, the next step was a review of the strategy. This research carried out by experts in various fields. Based on the test input of these experts, the model revised and performed the initial product trials by using one-to-one trying out of 3 subjects. Then, it revised based on feedback from the test one-to-one. Furthermore, the small group tryout involved 9 subjects. Then, it revised based on input from the small group tryout.. After a series of test experts and various trials, the final product established the manual book of parenting strategy for enhancing the children's self-regulated learning. The book implemented and used for the children. In brief, the children's self-regulated learning improved.

3.4 *Data Analysis*

Data analysis techniques used were a qualitative approach through naturalistic inquiry to obtain findings that can be used to repair strategies, and a quantitative approach (SPSS calculation) was used to perform descriptive analysis.

4 RESULT AND DISCUSSION

4.1 *Result*

A research and development are a study that started from the existence of a need that requires a solution through an innovative product that continues to be developed. In the process of research and development, there were some steps that the researchers did. The first step was collecting data, then analyzing data in order to know the need analysis. The data collection by the researchers showed that the child has a low self-regulated learning. It indicated by the behavior such as students do not have a home study schedule; students are lazy to repeat the subject matter at home that has been established at the school; students do not make a summary of the subject matter itself, tend to wait summed up by their parents; students do not clean up the bag and learning desk by their own; and students have a lack of the tenacity, tend to give up and lazily asked if faced with a difficult subject matter. The parents' attitude showed the behavior of usually making their children's a subject matter summary and complete the homework children. The parents are more oriented towards the children's learning outcomes to acquire high value rather than the right learning process.

The third step was experts' judgment. It conducted to assess the extent to which the product of manual book to meet the requirements of various aspects such as the terms of instructional material, media, and language. Then, carried out the revision, suggestions, or inputs from the experts. The results of expert judgement are revisions of layout, pictures of proportionality, font size, paper size and color cover, and language used in the manual book.

After the revision, the fourth step was one-to-one trying out test, small group trying out and field trying out. Based on results data of one-to-one trying out, it took from manual book notes, evaluation scores increased ability of parents, results of questionnaires and structured interviews. The researchers revised and prepared the manual book for the next try out that was the small group trial. The conclusion of one-to-one trying out was both quantitative and qualitative analyses. The results in the effective category or better condition had some inputs as follows: this manual book was very useful for parents that adds their knowledge related to the children's education; the change in the parents' knowledge of parents from nothing become something; the three respondents said that all these materials were helpful; the most favorite material that was different from the others was a matter of learning strategies; the easiest material to understand was a matter of child parenting or development; and the language to be more simplified in order to understand easily for the reader.

After testing one-to-one trying out, the researchers did some revisions based on those inputs. The next step was the small group trying out. Based on the results of the small group trying out through quantitative and qualitative analysis, the evaluation was in the effective category or better condition with some inputs. There are as follows: this manual book was very useful for parents that adds their knowledge related to the children's education; the change in the parents'

knowledge of parents from nothing become something; the nine respondents said that all of the materials were useful and important; and if it really can be applied to children, it will be a great and positive impact on children. However, it suggested in the words that tend to be difficult to understand and the foreign words should be given an explanation at the end of the guidelines.

After revising the small group trying out, the researchers carried out to a large group or field trying out. The results of testing a large group both quantitative and qualitative analysis, it obtained with the effective category or well condition. This result was reused to revise the manual book. A feedback from the results of a large group was the last foundation for the improvement and product refinement in the manual book. The feedback included: a manual book was very useful for parents that contained all of knowledge and skills needed by parents. So, it broadened the parents' knowledge related to the child's education. It started from not nothing become something and changed the parents' mindset to be better. All the material in this book was sufficient as for the most preferred material was the material of child development, positive parenting and child discipline. The material considered the most important was the matter of learning strategies. If all of the materials in the manual book can be truly applied by parents to their children seriously, it would appear positive changes in their children. Another input was in terms of the language, it would be more simplified and given an explanation for unfamiliar terms or words that are hard to understand at the end of the guidelines in the form of a glossary.

Based on the research steps, it was found the following results: (1) a conceptual model parenting strategy to enhance children's self-regulated learning. The conceptual model was designed based on the issue of children's self-regulated learning. The parents expected that can be an agent of the enhancing children's self-regulated learning. The lack of parental knowledge about the child development and education. A theory that can be used as a foundation in the development of models and results. The research can be used as a reference in developing product in the form of manual book. It examined the principles underlying theoretical and needed to develop children's self-regulated learning, set a goal to be achieved, set a target object and made an outline of the manual book contents. Furthermore, the researchers designed a variety of materials that will be developed into a parenting manual book; (2) procedural model of parenting strategies to enhance children's self-regulated learning. In this research, the procedural models were considered in accordance with need analysis of the model development. The need analysis referred to the Dick & Carey model which consisted of planning, writing, reviewing, testing and revision; (3) physical model of parenting strategies to enhance children's self-regulated learning. It was a physical form or a product that produced as part of the completeness and supporters in the system. It can increase the development of strategies for children's self-regulated learning. The main product that produced was "Manual Book for Parents to Increase Children's Self-Regulated Learning" and other ancillary products such as materials and instrumental in developing the parenting strategy (Dick & Carey, 2009).

Before the group difference test, the normality assumption test is performed first using the Kolmogorov Smirnov test with the following hypothesis. From the Test of Normality (see table 2) table using the Kolmogorov Smirnov method, Sig = 0.200> α = 0.05, then H_0 is accepted. This means that the data distribution follows the distribution of the normal distribution (normality test).

Table 2. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post	.100	18	.200*	.973	18	.850

The fifth step was to see the effectiveness of manual book and to see whether the manual book worthy or not used by parents, as well as increased or not parents' knowledge related to children's self-related learning. The effectiveness test was performed by using several instruments prepared by the researchers, namely: sheet structured interviews and questionnaires; evaluation sheets as

well as the pre-test and posttest in children's self-regulated learning. The result of the effectiveness test was in the table 3.

Table 3. Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post Children	High	9	1.2533E2	7.98436	2.66145
	Low	9	1.0244E2	8.32333	2.77444

Based on the effectiveness test (see table 4), the result was sig = 0.000 <α = 0.05. So, H_0 is rejected. It means that the child score based on group of parents after learning manual book (A_1) was different groups of parents with a lower score (A_2). In brief, average> average. So, there is an influence or impact on the improvement of the parents' knowledge to enhance children's self-regulated learning after the parents have increased their knowledge. It can be concluded that the study of manual book improved the children's self-regulated learning.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Children	Equal variances assumed	.006	.941	5.954	16	.000	22.88889	3.84459	14.73872	31.03905
	Equal variances not assumed			5.954	15.972	.000	22.88889	3.84459	14.73758	31.04020

Table 4 shows that there is a mean difference in the scores of children based on a high group of parents and a low score of children based on a group of parents after learning a group handbook, where A_1 is not the same as group A_2. the mean / mean of children based on a high group of parents is 125.33 with a standard deviation of 2.66. Then the mean / mean of children based on a low group of parents is 102.44 and the standard deviation is 2.77. This means descriptively, the average self-regulation in learning (self-regulated learning) of children before and after the practice of manuals for parents there is an increase. From the similarity test variance or F test both groups of the level of self-regulation in learning (self-regulated learning) of children before and after practiced by the parent's manual in improving self-regulation in children's learning, with a score of 0.941 with sig. or p-value = 0,000.

Then the most important result in this table is the statistical value of $t._{value}$ 5.94> $t._{table}$ 2.04 with sig. p-value = 0.00 <0.05 or Ho in Reject which means, that there are significant differences in self-regulation in children's learning between before and after their parents are given a guidebook to improve self-regulation in learning, which means after parents study the guidebook and practicing to their children, there is a change in learning behavior in these children, where "children experience an increase in self-regulation in learning (self-regulated learning).

The table 5 shows that there are 9 children with low post test scores coming from parents with scores after studying the manual which is also low. There are no children with high post-test scores coming from low parents, and no children with low post-test scores coming from parents with high post-test scores. In addition, there were 9 children whose high post test scores came from parents whose post test scores were also high.

Then Chi Square Test is used to see the relationship between variables described through contingency tables (parents' scores and children's scores), the Hypotheses tested are: H0: There is no relationship between the parent's score variable with the child's score, or the parent's score and the child's score is independent (independent). H1: There is a relationship between the parental

score variable with the child's score, or parental score and the child's scores are mutually associated.

From the selected parents' score data (9 high scores and 9 low scores), it is obtained that their children's pairs are also grouped according to their post test scores. The contingency table of the two is as shown in the table 5.

Table 5. Parents' Group * Children's Group Cross Tabulation

Count				
		Children's Group		
		Low	High	Total
Parents' Group	Low	9	0	9
	High	0	9	9
Total		9	9	18

The research result reinforces the theory that students who are in the early primary level classes are in the range of early childhood. Where in this age, all aspects of the child development were developing so rapidly. One of them is an aspect of children's intelligence. According to (Ormrod, 2009, p. 23) there are five factors that support the intellectual development / intelligence of a child, namely: 1) maturation; 2) physical experience; 3) logical mathematical experience; 4) social transmission, and 5) equilibrium or self-regulation. So, the critical process of self-regulated are taught from an early age.

Furthermore, the chi-squared test (see table 6) was used to know the relationship between the variables of contingency tables in the term of parents' score with children's score. From table chi-square tests, it obtained sig = 0.000 <0.05, then H_0 is rejected. It means that there is a relationship between variables parents' score with children's score. It can be concluded that there is a significant correlation between the score of parents' knowledge development against the scores of children's self-regulated learning.

Table 6. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	18.000[a]	1	.000		
Continuity Correction[b]	14.222	1	.000		
Likelihood Ratio	24.953	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases[b]	18				

4.2 *Discussion*

The children in primary school during the initial grade are at a stage of concrete operational thinking. In that grade, the children are able to think by a certain logic, can think towards more abstract, can regulate cognition, may incorporate aspects of a situation into consideration, and can organize what they learn from experience. So, they think towards more complex that reach a state of equilibrium or process self-regulated, a state of balance between the cognition structure and experience in their environment. At this age, the children have started to gravitate towards the achievement of learning outcomes and develop self-confidence about its ability to achieve the learning objectives that have been set forth (Bergen & Davis, 2011).

Furthermore, it also supports Bjorklund (2012, p. 417) who said that at the time of primary school age, children are increasingly able to regulate itself in learning. It is because this period as a transition time of coregulation. The parents and children are sharing power. The parents supervised the children while the children begin to practice regulated themselves from time to time. The parents only educate and discuss various issues in children and not much govern when compared with the previous period. So, the children begin to regulate themselves in accordance with

their will. Therefore, the appropriate stage of initial grade of primary school, the children are taught to regulate themselves in learning.

The ability of self-regulated learning does not happen automatically granted, but it is determined by various factors, both internal factors and external factors. This is consistent with the social theory of cognitive from Bandura (1977, p. 161) who explains that self-regulation is basically determined by external factors, such as the home environment, school and community, especially parents as the immediate environment of children. The attitude, parenting and parents' behavior is very affecting the child's growth and development. This is the importance of the parenting role in the form of children's self-regulated learning. Therefore, the necessary parenting strategies are to improve children's self-regulated learning, in this case the manual book that will be trained to parents and will be applied and accustomed to their child. In brief, the children's self-regulated learning can be improved.

So, the rule of Parenting is very important to build children's self-regulated learning. Therefore, the necessary parenting strategies are to improve children's self-regulated learning, in this case with the manual book that will be trained to parents and will be applied and accustomed to their child. In brief, the children's self-regulated learning can be improved by their parents with using manual book. So learning is more fun, and the goal of orientation education will be achieved.

4.2.1 *Benefit of Strategy Parenting Module*

The final result of this study is a product in the form of a guidebook for parents to be able to improve children's self-regulation in learning (self-regulated learning). In the process of developing a guidebook, of course there are some strengths and weaknesses encountered, such as: (1) guidance for parents to improve self-regulation in learning (self-regulated learning) this child was developed through a series of evaluations with four stages of the trial namely: expert testing / experts, one-on-one trials, small-group trials and large-group / field trials accompanied by revisions at each stage; (2) Handbooks for parents to improve children's self-regulation in learning (self-regulated learning), developed quite completely, consisting of: (a) Introduction section which contains (background, goals, scope, benefits, outline material, targets and instructions for use), then (b) Main Section of the handbook consisting of various materials such as (child development, positive parenting, effective communication, positive discipline, self-introduction and learning strategies, evaluation and reflection at each end of the learning material; and (e) Closing Section includes (glossary, literature, and key answers, reflection and evaluation of parents), (3) Assist parents in providing insight into knowledge, attitudes and skills of various things needed to be applied and accustomed to children in order improve self-regulation in learning (self-regulated learning) of children, (4) Guidebooks are prepared with sufficient written size, not too small . making it easier for parents to read it; (5) The pictures used in the guidebook as a whole are designed by visual experts, so that it attracts parents to want to read them; (6) The size of this manual is not too big or small, but it is enough. So, it is quite practical to be able to carry.

4.2.2 *Limitation*

In conducting research that starts from preliminary studies, design activities, procedures and evaluations, of course there are still many deficiencies or limitations found, including: (1) Guidebooks for parents to improve self-regulation in children's learning are not also trained on teachers , so that all components are less integrated in working together to improve self-regulation in children's learning, so that the results are less than optimal; (2) In terms of supporting theoretical models used in the development of the guidebook, researchers only arrive at formative evaluations, where researchers in this case do not carry out summative evaluations. This is due to time constraints in this study; (3) The absence of a control group in the study, so that the confounding group that is not expected can influence the results of the study. (4) Increasing the time allocation for conducting regular counseling activities given by researchers to parents needs to be held, related to obstacles or problems faced by parents when intervening (treatment) or habituation to their children in order to improve self-regulation in children's learning.

5 CONCLUSION

Based on the results and discussion, the conclusion can be formulated as follows: 1) parenting strategy developed to improve children's self-regulated learning, in this case parenting manual book that managed to improve the parents' knowledge, attitude and skills in improving children's self-regulated learning; and 2) there is a significant relationship between the increases of parental knowledge related to children's self-regulated learning.

There are several implications of this research as follows: 1) as an input in school policy makers related to curriculum or instructional design used; 2) ensuring that facilities and infrastructure in increasing parental knowledge related to children's self-regulated learning and children's competence; and 3) modification of the child's learning environment at school and at home to be more conducive. So, it can be holistic and integrative in improving children's competencies.

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